COURSE: UNIV 501
TERM: SPRING 2020
ROOM: HERRING 129
CLASS: FRIDAY, 9:00-11:30

RESEARCH ON TEACHING AND LEARNING

CONTACT INFORMATION

Instructors: Ania Kowalik, Robin Paige **Office:**
Herring 129
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Office Hours: By Appointment

COURSE DESCRIPTION

This course explores scholarship on teaching and learning in detail with special attention to the breadth of approaches and methodologies. The culminating project will be a literature review in an area of interest.

LEARNING OUTCOMES

Insofar as this course contributes to the larger program outcomes of the CTE's proposed Graduate Certificate in Teaching and Learning, it is designed to help students to:

- Develop an understanding of and explain best practices in teaching and learning
- Assess key trends and methodologies in the scholarship of teaching and learning

More specifically, this course will prepare students to:

- Describe, evaluate, and communicate the impact of scholarship of teaching and learning
- Discuss and analyze different approaches to doing research on teaching and learning
- Identify and evaluate the areas of teaching/learning research that apply to their fields and specific interests

TEXTS AND MATERIALS

Ambrose, Susan A. *How Learning Works : Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass, 2010.

All other readings will be available on the course Canvas page. Students must have a valid NetID to log into Canvas, and are required to do so daily to participate in this course.

REQUIREMENTS

Reading: The success of this course depends upon you (and your classmates) reading all that is assigned throughout the semester. To prepare for class discussions, you should summarize key points, raise further questions, and note where you agree or disagree. Reading assignments appear on the schedule below, and are to be completed by the date indicated. You do NOT need to read the articles assigned for presentations unless, of course, you are the student doing the presentation.

Participation: Because research suggests you are more likely to achieve the learning outcomes of this course by engaging the content, I will spend very little time lecturing. Instead, our class time will be a mixture of mini-lectures, discussions, and numerous in-class activities designed to help you learn the material. In addition to participating in all activities, I will expect each of you to contribute to our in-class conversations.

Literature Review Project: To ensure that you are exposed to the research in your discipline, you will be also be required to complete a brief review of the literature relevant to a pedagogical question of your choosing--often (though not necessarily) unique to your discipline. This assignment contains a number of independent parts with distributed due dates. Each is described below.

> **Project Proposal:** You will need to submit the research question you propose to explore. More information about this assignment and the deadline(and examples from prior years) can be found in Canvas.
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> **Annotated Bibliography Drafts:** Your final literature review must include an annotated bibliography with at least 12 resources. Specific requirements for your annotations (as well as examples) can be found in Canvas. To ensure that you work on the project throughout the semester, you will submit progressively longer portions of your annotated bibliography on three different occasions. Due dates for this assignment will posted on Canvas.
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> **Poster Presentation:** On the last day of class, students will present their literature review at a public poster session in Herring 129. Details about the standards for the poster can be found in Canvas, but we expect these posters to highlight the problem and/or question you researched, the most important and/or interesting findings in the literature, any previous or contemporary debates about those findings, and your conclusions about the practical implications of the literature for faculty in the classroom. You will also be expected to walk other students through your posters via a short, 5-minute oral presentation.
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> **Final Annotated Bibliography and Synthesis:** The final draft of your annotated bibliography, as well as a 1000-word synthesis of the research, is due by the last day of class.

COURSE POLICIES

Attendance and Late Work: While much of your learning will occur while you read, take notes, and write, being present in class is equally important. As a result, attendance is required and more than two unexcused absences will begin to affect your grade (for more details on grading, see below). In very rare circumstances, I will excuse an absence beyond those two, but for this to happen you must 1) consult with me in advance of the class you plan to miss, and 2) complete an additional assignment to make-up for the work you missed while gone. The only exceptions to this rule are medical emergencies affecting yourself or your family.

You are also expected to meet the deadlines for each assignment in this course and missing more than two will begin to affect your grade. As with attendance, I will occasionally grant you approved extensions, but you must 1) consult with me in advance of the due date, and 2) complete the assignment within 48 hours of the original due date and time. For obvious reasons, extensions will not be granted for the submission of your poster or final synthesis.

Illnesses, family emergencies, or accidents that require extended periods away from school and prevent you from meeting these requirements should be referred immediately to the Committee on Examinations and Standing. This University committee reviews petitions and handles other special problems that involve the academic rules of the University. More information about when and how to file a petition can be found here: http://students.rice.edu/students/Exams2.asp

Academic Honesty: In this course, I will hold you to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at http://honor.rice.edu/honor-system-handbook/. This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Americans with Disabilities Act: If you have a documented disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Resource Center (Allen Center, Room 111; adarice@rice.edu; 713-348-5841) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Syllabus Change Policy: This syllabus is only a guide for the course and is subject to change with advanced notice.

GRADING AND EVALUATION

The CTE envisions these seminars to be more like workshops than formal coursework, so we are more interested in improving your work than we are in evaluating it. To ensure our focus is on the former rather than the latter, we will employ a specifications grading system this semester. The grading specs for UNIV 501 are as follows:

You are required to meet the following goals to earn an **A** in this course:

- No more than two unexcused absences
- No more than two late submissions
- Exemplary participation in class activities and discussions
- Completion of all required assignments

You are required to meet the following goals to earn an **A-** in this course:

- No more than three unexcused absences
- No more than three late submissions
- Average participation in class activities and discussions
- Completion of all required assignments

You are required to meet the following goals to earn a **B+** in this course:

- No more than four unexcused absences
- No more than four late submissions
- Average participation in class activities and discussions
- Completion of all required assignments

You are required to meet the following goals to earn a **B** in this course:

- No more than five unexcused absences
- No more than five late submissions
- Below-average participation in class activities and discussions
- Completion of all required assignments

You are required to meet the following goals to earn a **B-** in this course:

- No more than six unexcused absences
- No more than six late submissions
- Below-average participation in class activities and discussions
- Completion of all required assignments